WESTERN ILLINOIS UNIVERSITY
FACULTY SENATE
Regular Meeting, *10 April 2018*, 4:00 p.m.
Capitol Rooms - University Union

A C T I O N M I N U T E S

SENATORS PRESENT: M. Allison, B. Bellott, V. Boynton, S. Czechowski, J. Franken, R. Hironimus-Wendt, A. Hyde (via teleconference), N. Lino, B. Locke, S. Macchi, H. McIlvaine-Newsad, K. Pawelko, B. Perabo, J. Plos, R. Porter (via zoom), S. Rahman, T. Roberts, S. Rock, S. Saddler, M. Sajewski, D. Sandage, C. Tarrant, F. Tasdan
Ex-officio: Kathy Neumann, Interim Provost; Tej Kaul, Parliamentarian

SENATORS ABSENT: None

GUESTS: Amy Burke, Munia Cabal-Jimenez, Sean Cordes, Katrina Daytner, Dennis DeVolder, Rumen Dimitrov, Ritchie Gabbei, Christopher Ginn, Anita Hardeman, Debbie Kepple-Mamros (via zoom), Bill Knox, Angela Lynn, Madison Lynn, Colton Markey, Sue Martinelli-Fernandez, Marty Maskarinec, Kristi Mindrup (via teleconference), Seth Miner, Russ Morgan, Jill Myers, Nancy Parsons, Cindy Piletic, Renee Polubinsky, Bill Pratt (via teleconference), Christopher Pynes, Joe Rives (via zoom), Aaron Steele, Scott Walker, Ron Williams, Gregg Woodruff, Amanda Wrenn, Khaled Zbeeb (via teleconference)

I. Consideration of Minutes

A. March 27, 2018

MINUTES APPROVED AS DISTRIBUTED

II. Announcements

A. Provost's Report

- The School of Graduate Studies will host an event to help students with the grad school process – developing a personal goals statement, resumes, recommendation letters – at 4:00 tomorrow (April 11) in the Union Lincoln Room.
- The Center for Innovation in Teaching and Research (CITR) will host the Faculty Research and Creative Activities Awards reception on April 12 at 3:00 p.m. in the Union Capitol Rooms. Interim Provost Neumann encouraged senators to stop by to see what their colleagues are doing with their research.
- The Department of Recreation, Park and Tourism Administration will celebrate the 50th anniversary of its major on April 13.
- WIU Alumni Day will be held in Springfield on April 17 and will include a reception to which both alumni and legislators are invited.
- President Thomas and Interim Provost Neumann will travel to Springfield on April 19 for testimony to the House of Representatives on what the University is doing to help educate students and to express WIU's funding needs.

B. Student Government Association Report
(Madison Lynn, SGA representative to Faculty Senate)

1. SGA Bills on Attendance and Participation

Ms. Lynn reported that SGA bills related to attendance and participation were rewritten, brought to the table, and passed. Prior to the vote, Ms. Lynn expressed to SGA the concerns brought up at a previous Faculty Senate meeting. She stated that the author of the

bills, College of Business and Technology SGA Senator Amanda Wrenn, can answer questions.

Senator Allison asked if a survey was conducted of students and its results. Ms. Wrenn replied that a survey has not been conducted; SGA's Director of Technology has not been able to finalize a survey and send it out, which is one of the reasons the bills were revised. Ms. Wrenn added that the revisions to the bill made the survey not necessary. Senator Allison asked how the bills were revised. Ms. Wrenn replied that the initial bills were written in response to students' voices and concerns; they were rewritten based on policy and fundamental and basic rights. Senator Pawelko asked how many instances of stringent attendance policies students are reacting to and whether it involves only a few professors; Ms. Wrenn replied it is hard to say, but she thinks that even one is too many. Senator Allison asked if the policy Ms. Wrenn opposes is located primarily within a particular college, department, or type of class. Ms. Wrenn replied the policies are created by the professors, who often get permission from department chairs, but there is no overall University policy directly addressing attendance or participation. Senator Allison pointed out that she does not get permission from her chair for her syllabus, so this is not a chair-level decision. She added that if Ms. Wrenn cannot tell Faculty Senate how many cases there might be, she does not see what warrants creating a bill for this perceived problem. Ms. Wrenn replied that the bills are warranted because there is no Student Bill of Rights anywhere in University policy; she does not see how student rights can be protected if no one knows what they are. She explained that the two bills are part of a bigger project to make sure faculty know students' rights and can protect them accordingly.

Parliamentarian Kaul asked what is expected to happen now that the bill has passed SGA. Ms. Wrenn responded she expects ongoing conversations with faculty and the administration to make sure policies will be posted on the University website to protect student rights. Senator Boynton observed that these bills seem to entirely prohibit seminar courses, where students present the results of their research. She stated that students who do better presenting orally have the opportunity to present in that fashion, whereas students who do better presenting written material have that opportunity, but these bills would seem to require professors to solely base their grades on written material. Ms. Wrenn replied she does not see how the bills prohibit grading for verbal performance. Senator Boynton stated this is included in the definition of class participation, but Ms. Wrenn countered that what Senator Boynton is referring to is students giving speeches, whereas her bill refers to an instructor requiring students to participate by raising their hands or contributing in some other fashion. She stressed that the bill is not referring to an assignment with a rubric, a PowerPoint, or a speech outline that can be graded. Senator Boynton pointed out that a seminar is much like what Ms. Wrenn is describing, with students sitting around a table, sharing their perspectives about common readings, and responding to what other students are saying; it is not a formal presentation. She said this is the essence of a seminar course and encompasses most of what students are graded on, but the class participation bill says that professors would not be able to grade them on that. Ms. Wrenn admitted that is something that SGA might have to reconsider.

Senator Allison related that her classes are not only seminars but discussion-based; if there was not an exchange of ideas about the literature, then students would only be getting Senator Allison's opinion about the readings, which she thinks would be horrific. Senator Allison stressed that every time she teaches, students help her to see things differently, and it is through that exchange that educational knowledge is built. She explained that Department of English grades are not strictly rubric-based, but many English professors do have standards against which participation will be judged; it is clearly laid out and not abstract but, rather, as concrete as grading a paper. Ms. Wrenn responded her bill does not prohibit class discussions but says they should not be made mandatory and graded.

Senator Roberts observed that there is disagreement between faculty, students, and SGA about this issue, and he does not know if Faculty Senate is the forum to debate the validity of resolutions created and passed by SGA. He asked what the future is of the resolutions and why Faculty Senate is discussing them. Chairperson Rock replied that Faculty Senate has received the wishes of SGA, and it is up to senators to decide what happens next. He asked if SGA surveyed other institutions in terms of their attendance and class participation policies and whether the bills were modelled after those from any other universities. Ms. Wrenn replied that she did not research other institutions; she approached the issue from a more fundamental and basic level.

Senator Rahman observed that the attendance bill states that students consider themselves to be a purchaser of a service, someone who pays for something and gets something back from faculty. She does not consider education to be a service that is paid for because students can pay a lot of money and get no education at all since getting an education is about showing up and doing the work; students who want to learn will learn, no matter how much or little they pay. Ms. Wrenn expressed her disagreement with Senator Rahman but her respect for the senator's eloquence.

Senator Perabo observed that the bill includes definitions of things like evaluation criteria. She asked if these definitions come from or are modeled after an existing University document or if Ms. Wrenn created the definitions. Ms. Wrenn replied that the definitions were created to make the document more conducive for discussion because if everyone does not agree on the terms, then the discussion will be fruitless. Senator Perabo asked Ms. Wrenn if when she stated that "Evaluation criteria refers to attributes that enable the measurement of student mastery of the knowledge or skills relevant to the learning objectives of the class that the student is enrolled in," she thought about what this definition *should be*; Ms. Wrenn replied that is correct. Senator Perabo related that individuals in her department spend a lot of time thinking about appropriate criteria for evaluation, and the definitions in the document seem to be based on a pedagogical model where what students do in a class is based upon merely receiving. Senator Perabo specifically states in her syllabi that online classes are available for students who would prefer them but that her department and faculty have determined that there is value in sitting together in a classroom and having discussion. She thinks there are things that come out of those discussions that students cannot get sitting by themselves and reading material. Senator Perabo believes that to limit what faculty can require their students to do in terms of attendance would work against educating them in the best way. Ms. Wrenn responded that as an introvert who has been in school for a very long time, she often learns far more from a book than from an instructor because that is how her brain works, which is one reason she brought the bill forward. She asserted there are students who do not want to share their opinions but still want to hear the opinions of the instructor; these students want instructors' insights but should not be penalized if they do not want to contribute themselves or be forced to do so. Senator Perabo does not think every student should be forced to contribute; for instance, she offers in-class writing assignments. She thinks the more important thing is for students to be in a classroom listening to other people, besides her, expressing their opinions. She thinks it is crucial for students to sit with their peers and colleagues and listen to the variety of opinions that cannot be gained from only listening to a professor or reading a book. Ms. Wrenn pointed out that the opinions of others can be found elsewhere nowadays, especially on the internet. She related that she has been debating since she was 13 and has learned more from the internet than she ever learned from professors. She agrees that professors provide information, but students must put forth the work into their learning environment; if students feel they can contribute more work outside the classroom and do as well or better, they should be allowed that.

Senator Bellott pointed out that if a student is diagnosed as an introvert, the Disability Resource Center has options the student can take advantage of, such as notifying faculty not to call on that student in class. Faculty get a list of students in their STARS accounts,

and they must respond that they understand the student has that disability, so there is an avenue that students can pursue. Senator Bellott pointed out that this option allows students to go to class, be in a classroom setting, and learn from it.

Senator Czechowski pointed out that not only are there seminar classes with students and faculty conversing with one another, but there are also Music and Studio Art classes, and she wonders how this bill would affect a student who does not want to perform in front of others in one of those types of classes. Senator Czechowski needs to see students perform activities in her Studio Art classes to know that they are doing the techniques properly. She is also bothered by the reference to students as purchasers of a service. She stated that although faculty have rules about attendance, the issue is really one of communication between faculty and students, which creates a great avenue for success, and these bills are not conducive to that communication. Ms. Wrenn said she is not sure how the bills would prohibit communication with faculty outside the classroom. Senator Czechowski finds the documents defensive; rather than stating a problem and trying to work things out with the professor, it seems to indicate that students can go to class to purchase 20 minutes of a lecture without talking or contributing at all. She stated that, as an educator who just spent the last eight days, 24/7, with students at a conference, she is hurt by this document because it goes against everything she does as an educator at WIU, and if this is what students are thinking about education, it is not what education truly is. Ms. Wrenn stated that Senator Czechowski is free to have her opinion, and she respects the senator for stating it.

Senator Pawelko finds the documents to be rather proscriptive. She thinks education is a unique exchange rather than a purchase for consumption. She believes students and faculty are at this university to be collaborators working together in educational endeavors; besides educating and learning, faculty are training students to be critical thinkers and problem solvers. She thinks the bills make a lot of assumptions in regard to how most faculty function. Senator Pawelko pointed out that the first page of the attendance bill states that "Students have the freedom from unpredictable, irrelevant, or unreasonably subjective evaluation criteria." She wonders who will evaluate if something is "unreasonable" since faculty might have a reason for a particular lesson or exercise. Senator Pawelko also recently spent a week, 24/7, taking her students to Tennessee, and the most important part of that experience, aside from the learning, the content, and the feedback, was the relationship building that students came away with.

Senator Pawelko asked if Ms. Wrenn is aware of the book *Bowling Alone* by Robert Putnam. She related this is a classic book that brought to the fore the important notion of social capital. Robert Putnam noticed, to his dismay, that there was a decline in American volunteerism after the 1950s and 1960s associated with the decline of leisure beginning in the 1970s. Senator Pawelko related that Alexis de Tocqueville in 1840 pointed out the participatory nature of American society in giving time and resources to create unique institutions, such as public libraries for lifelong learning. She pointed out that a stone at the top of the University of Maryland's graduate library features a quote from Thomas Jefferson stating, "Democracy needs an educated citizenry." Senator Pawelko stated that both lifelong learning and social capital are important issues to Robert Putnam. She observed that, in our leisure, Americans have been very gracious in giving their time, philanthropy, and resources in order to build community, but since the 1970s, the amount of leisure and graciousness has decreased. Senator Pawelko agrees with Putnam that leisure should be used for the ennobling of the citizenry by contributing to the country's institutions and is concerned about the current generation's consumerism mentality and their need to be inculcated with the notion of producing. She stated that students are not at WIU just as consumers of an education but to learn to be producers who will contribute to our society. She pointed out that one example in our community is Big Brothers Big Sisters; a WIU graduate is the director and brought the regional chapter to the Quad Cities.

She reiterated that the bills seem very proscriptive in language, and she sees a tearing in the fabric of what the University is trying to accomplish for the benefit of its students.

Ms. Wrenn expressed her disagreement, asserting that students can be outside of the classroom and still participate; students can be great producers and can participate in their educational process both inside and outside of the classroom. She added that most student learning takes place outside of the classroom; students spend about 2.5 hours a week inside class, but the 18-40 hours a week that Ms. Wrenn spends outside class is where most of her learning takes place. She thinks the University needs to rethink the idea that students need to be in the classroom to learn. She agrees that some teachers have played a very important part in their students' learning, but other teachers have an environment that might not be conducive to the learning process and, in this case, students should be free to use that time elsewhere.

Senator Allison stated that the two bills make her profoundly sad because she loves her classes, cares a lot about her students, and spends a lot of time with them. Senator Allison stated that if she is to believe from these bills that students do not want to come to class, she does not know why she is in higher education. She observed, however, that she does not see an action item related to the SGA bills.

Senator McIlvaine-Newsad just returned from an applied anthropology conference in Philadelphia, and one of the books she picked up is called *I Love Learning, I Hate School.* She said this discussion incorporates a lot of what she is reading in the book because students do not necessarily like all of the ways in which their learning is being quantified. Senator McIlvaine-Newsad requires her students to be in class for 20 percent of their grades. She does not think students can learn when completely isolated because humans are social beings who live in a community and depend on and learn from others. Senator McIlvaine-Newsad learns every day from her students; she just spoke via Skype to a former student who was standing in the middle of the Arctic tundra during their conversation. She stated that although the individual is an online student and the two may never meet face-to-face, that conversation was very profound to her. She thinks there is a lot of work to do on the part of both students and faculty, but students do not buy their education, they earn it. She came across a quote recently that is pertinent to faculty: "I can't cause students genuine learning, although I can try to create conditions where it is possible."

Senator Pawelko pointed out that at a previous meeting Senator McIlvaine-Newsad observed that there are mechanisms in place to address some of these issues – course evaluations, speaking with a department chair – and it is important to keep the dialogue open. Senator Roberts thanked Ms. Wrenn for coming to Faculty Senate to state her viewpoint. He thinks this discussion gets to the heart of what WIU claims to be as a student-centered institution and is rubbing against what professors think that means versus what students may think it means. He wonders if there is a way to make these bills the basis for some kind of student-faculty discussion to possibly institutionalize some of their recommendations. Chairperson Rock suggested that perhaps the Executive Committee can discuss this further at their next meeting.

C. Other Announcements

1. Election of Senate Officers

Senators Hironimus-Wendt, Lino, Locke, Pawelko, Porter (via teleconference), Roberts, and Sandage vacated their seats at the table. Chairperson Rock, who is also going off the Senate, remained to conduct the elections. Senator Saddler remained at the table to cast a proxy vote for Senator Delany-Barmann, who he is replacing during her sabbatical; proxy voting is only allowed when a senator is on leave during the Senate elections and cannot

cast his or her own vote. Incoming senators Marty Maskarinec, Sean Cordes, Christopher Pynes, Khaled Zbeeb (via teleconference), and Rumen Dimitrov took seats at the table during the voting.

a. Chair

Motion: To nominate Christopher Pynes as Chair (Tarrant)

There were no further nominations, and Dr. Pynes was elected Chair.

b. Vice Chair

Motion: To nominate Heather McIlvaine-Newsad as Vice Chair (Czechowski)

There were no further nominations, and Senator McIlvaine-Newsad was reelected Vice Chair.

c. Secretary

Motion: To nominate Susan Czechowski as Secretary (McIlvaine-Newsad)

There were no further nominations, and Senator Czechowski was reelected Secretary.

2. Election of Senate Nominating Committee Representatives

a. College of Arts and Sciences

Motion: To nominate Ginny Boynton (Boynton)

b. College of Business and Technology

Motion: To nominate Cecil Tarrant (Tarrant)

c. College of Education and Human Services

Motion: To nominate Jennifer Plos (Plos)

d. College of Fine Arts and Communication

Motion: To nominate Stacey Macchi (Macchi)

There were no further nominations for any of the seats, and the slate of candidates was declared elected.

e. Senate Nominating Committee Chair

Motion: To nominate Ginny Boynton (Bellott). Senator Boynton accepted the nomination. There were no other nominations, and she was reelected SNC Chair. Incoming senators vacated their seats, and current senators returned to the table.

3. Senators McIlvaine-Newsad and Delany-Barmann have secured a $425,000 grant that allows WIU to offer the project "Communities as Agents: Language and Area Studies for a Sustainable Future" by funding three years of international travel opportunities for WIU and Spoon River College students and faculty.

4. Seven students from the School of Agriculture placed recently in a national competition sponsored by the National Postsecondary Agricultural Student Organization.

5. Nicole Walker, a junior Forensic Chemistry and Spanish double major who is also in the Honors College, recently received honorable mention for the Barry Goldwater Scholarship and Excellence in Education Program. Honors students also recently participated in the Upper Midwest Regional Honors Council.

6. Senator Boynton observed that Senator Bellott recently took students to the American Chemical Society Conference in New Orleans to present their research. Senator Czeckowski recently took eight students to the Southern Graphics Council International Conference in Las Vegas, where they presented their work.

7. Dr. Cabal-Jimenez announced that WIU Spanish major Gabriela Montoya took third place in the short stories category of the national Symposium of Spanish as a Heritage Language writing contest, the second year in a row that a student from WIU has placed nationally. Last year a student won first place nationally in the poetry category.

8. Senator Lino announced that students in the School of Nursing recently achieved a 100 percent pass rate on their licensure exams. Chairperson Rock announced that WIU Accounting students achieved a 70 percent pass rate on their CPA exams, which is much higher than any other university in the state.

9. Senator Allison asked about the Honors College move to Simpkins Hall. She noted that the Executive Committee minutes quoted President Thomas as stating that some of the funds from the sale of the former WIUQC building on Deere Road will be used to renovate the top two floors of Simpkins Hall to prepare for the Honors College move, but Senator Allison thought the location of the Honors College in Simpkins was under debate. She stated that her colleagues would like to know if they are not going to be in their classrooms next year. Interim Provost Neumann promised to ask for clarification. She added that some of the funding is for roof and tuckpointing repairs. Senator Allison asked where the Writing Center would be located if the Honors College takes the top two floors. Interim Provost Neumann will check further into this and get back to senators.

III. Reports of Committees and Councils

B. Writing Instruction in the Disciplines (WID) Committee *(Reordered)*
(Munia Cabal-Jimenez, Chair)

This item was considered next at the request of the WID Committee Chair.

1. Request for WID Designation

a. GCOM 320, Professional Preparation in Graphic Communication, 3 s.h.

Senator Tarrant stated that, having sat on the WID Committee, he is aware that one of the things that is important in a WID class is that there be a textbook or support manual, as specified in the Expectations for WID Courses, item 9, "Support students with required texts which outline the expectations for the types of writing being assigned, and/or provide exemplars of the forms being taught." Senator Tarrant did not see a textbook required in the documentation provided to Faculty Senate, and when he checked online the course information webpage says there is no textbook. Dr. Cabal-Jimenez stated that the professor takes examples from a textbook, and the WID Committee thought that this would suffice. She said students will work on the content from clients and mostly do editing; students do not write because they get the content from the client, but they edit what is given

to them. Senator Tarrant stated that writing letters, resumes, and professional business communications require a great deal of writing. He added that the items listed in the Expectations for WID Courses must all be met. He also asked if ET 493 will be eliminated because it is currently used for all of the department's majors; Dr. Cabal-Jimenez did not know.

SENATOR TARRANT OBJECTED TO THE COURSE

Motion: To bring the course back to the agenda for further discussion (Tarrant/Boynton)

MOTION APPROVED 18 YES – 0 NO – 1 ABSTENTION

Dr. Cabal-Jimenez related that in the discussions at the WID Committee meeting the faculty member brought out that the class has changed significantly; its previous focus was on teaching editing skills to students. This is the second semester the course has been offered, and the professor had considered requiring a textbook.

Motion: To send the request back to the WID Committee (Tarrant/Roberts)

MOTION APPROVED 18 YES – 0 NO – 3 ABSTENTIONS

A. Council on Curricular Programs and Instruction (CCPI)
(Anita Hardeman, Chair)

1. Curricular Requests from the Department of Kinesiology

a. Requests for New Courses

i. KIN 272, Coaching Practicum, 1 s.h.

Senator Allison asked if this course is equivalent to student teaching; Kinesiology professor Ritchie Gabbei responded that it is not. He stated that it is an early field experience for students. He explained the course objectives are more aligned with coaching so that candidates can identify needs – for their own education as well as to understand coaching, proverbially, from the other side of the clipboard and behind the scenes. Dr. Gabbei stated the course is intended as an orientation to how coaching principles are aligned. Later on students take a 3 s.h. internship that is a closer equivalent to student teaching, where students would have to generate materials to demonstrate that they understand what they are doing as a coach and how they will use those skills in the future. Senator Allison asked if KIN 272 is a capstone course; Dr. Gabbei responded that the capstone course is KIN 472. He added that KIN 272 generates a need in the learner – what the student knows, does not know, and how everything fits together.

ii. KIN 346, Candidate Physical Ability Test Preparation, 2 s.h.

Dr. Hardeman announced that "firemen" will be changed to "firefighters" in the course description; CCPI made that correction in the body of the request form but neglected to change the term in the description. Chairperson Rock suggested that the course title include some reference to firefighters since the test is specifically for students going into this

field. CCPI and Kinesiology Chair Renee Polubinsky had no objection to this request.

iii. KIN 472, Coaching Internship and Capstone, 3 s.h.

Senator Allison asked if this is a class that people who are already teaching might want to come back and take. Dr. Gabbei responded that no one who is already teaching in Illinois would need to take any of these courses because an Illinois teaching license allows a teacher to also coach. He added that in Iowa this is not the case; Iowa teachers, and those in many other states, require an additional endorsement. Dr. Gabbei stated that the Coaching minor will now be open to anyone who is not a teacher, particularly Exercise Science students who were previously prevented from taking this minor because of the prohibition on the number of double dipping courses. He added Exercise Science students might want to work as strength and conditioning coaches, football or basketball coaches, etc.

Senator Boynton asked where students do their coaching internships. Dr. Gabbei responded that most often students do their internships in the local school districts, working with experienced coaches, typically at the varsity level. He explained that students do not have to work with coaches in their specific areas of expertise because the internship focuses on creating a team culture and coaching philosophy that will help young people excel as athletes. Senator Boynton asked if students could do internships with park and rec coaches. Dr. Gabbei responded that students can do internships with youth coaches, but many of those are dad coaches, and Kinesiology does not work with them. He added that there is a rise in club sports, such as Amateur Athletic Union (AAU) basketball teams, and a Kinesiology student is currently doing an internship with an AAU team. Dr. Gabbei explained that often internships take place in schools because Kinesiology wants students to be overseen by athletic directors and school boards as opposed to those in the private sector, such as AAU sports, but if it is a good experience the department will approve it.

iv. KIN 473, Practicum in Adapted Physical Activity Motor Clinic, 1 s.h., repeatable to 4 s.h.

NEW COURSES APPROVED, WITH CHANGES TO KIN 346

b. Request for Change of Minor

i. Coaching

CHANGE OF MINOR APPROVED

2. <u>Curricular Requests from the School of Engineering</u>

a. Requests for Changes of Majors

i. Engineering
ii. Mechanical Engineering

CHANGES TO MAJORS APPROVED

3. <u>Curricular Requests from the Department of Economics and Decision Sciences</u>

a. Request for New Course

i. DS 497, Senior Analytics, 0 s.h.

Senator Allison asked how a student can take a course for 0 s.h. when class hours per week are stated as 1 s.h. Parliamentarian Kaul explained that the course is 0 s.h. because the department does not want to give any credit for it because it is used for assessment. He explained that it will be used as assessment for the new major; there is a similar course in the Economics side of the department, and the decision was made to offer an assessment course for the Decision Sciences side. He stated that 0 s.h. assessment courses can be found throughout the undergraduate catalog; although the course meets and engages the students, no credit is assigned. Dr. Hardeman pointed out that one of the benefits to students is that they do not incur a cost for taking the course; they just get the benefit of the instruction. Senator Allison asked if the instructor who teaches the course gets ACEs. Parliamentarian Kaul responded that every department's workload equivalents are different, but Economics and Decision Sciences has included this course as part of the workload equivalencies; similar to a lab course, ACEs are assigned a point value based on number of students so that the instructor will get credit. Senator Allison asked if this means instructors do get ACEs; Parliamentarian Kaul confirmed that they do.

Dr. Pynes recalled he asked this question in 2009 because Economics and Decision Sciences was the first department to offer a 0 s.h. assessment course. At that time, the chair was the instructor for the course, so no faculty members were engaged. He thinks this is an important question if there continues to be a proliferation of 0 s.h. courses. Parliamentarian Kaul stated that the Department of Economics and Decision Sciences has since that time quantified the process for workload equivalencies based upon number of students so that the instructor will get some credit, such as .1 ACE per student. Dr. Pynes stated this might be something other departments might want to consider, but early on these courses were often taught by chairs. Parliamentarian Kaul remarked that the change from being taught by a chair to being taught by a faculty member was made after the College of Business and Technology was reorganized in 2010; at that time this was written into the department's workload document. Dr. Pynes thinks this is an interesting point because the original justification for the 0 s.h. assessment course was that it was considered to be advising that the chair did with the students; now the justification for these courses is different, and the work that they do is different as well. Parliamentarian Kaul explained that originally the chair met with the students once at the beginning of the semester and once at the end, and that was the extent of their interaction; now the person teaching the course engages with students every week. Dr. Pynes believes this is an argument for not having the course be 0 s.h. Parliamentarian Kaul pointed out that if the course was 1 s.h., students would have to pay fees; additionally, there is not sufficient room to add credit hour courses to a 120-hour major.

Senator Allison observed that it sounds like Economics and Decision Sciences has developed a workable solution, and she fears to tread on what sounds like it might be a contract issue. She stated that if she were in a department with no agreement worked out for how to handle 0 s.h. courses, she would have no guarantee of reimbursement for her work, but she is fine with the way that Economics and Decision Sciences handles it. She added that she is nervous about the ways that other departments might

handle their 0 s.h. courses; Chairperson Rock promised that Faculty Senate will stand vigilant.

Senator Tasdan asked for elaboration on how the assessment is carried out. Parliamentarian Kaul responded that the department has prepared an assessment exam based on the core courses. He explained that departments are expected to provide assessment reports but need some way to know how well students have done in a particular program and what their skill set is. Senator Tasdan asked if the assessment exam is given in addition to a student's final exam. Parliamentarian Kaul replied the assessment exam has nothing to do with the final exam; the assessment exam is based on all the core courses students have been exposed to in the program. The department does not coach students on the assessment exam; the data is collected and used for the assessment reports prepared by the department. Senator Czechowski remarked that her department has a 0 s.h. course for BFA prep that students take in their sophomore or junior year, but it is given by the chair or advisors.

NEW COURSE APPROVED

b. Requests for Changes of Majors

i. Business Analytics

Parliamentarian Kaul pointed out that the only change is adding DS 497 into the new major.

ii. B.A. in Economics

Senator Boynton asked why it is specified that the major use Arts and Sciences Gen Ed. Chairperson Rock replied this is because Economics has both a B.B. and a B.A., and the B.A. must use the Gen Ed for that college.

iii. B.B. in Economics

CHANGES OF MAJORS APPROVED

4. <u>Curricular Requests from the Department of Accounting and Finance</u>

a. Requests for New Courses

i. ACCT 499, Accounting Knowledge Assessment, 0 s.h.

Senator Bellott asked if ACCT 499 has to be offered for 0 s.h. He explained that when a student takes a class, the student receives a grade that is reflected on their transcript and in their GPA. He wonders why a student's in-course work should not be reflected in this way if the course meets every week. Accounting and Finance Chair Gregg Woodruff explained the purpose of the course is to gain assessment data in order to close the loop in curriculum if students are not doing what the department wants them to achieve in their program. At the end of every semester, Dr. Woodruff interviews each student from both the Accounting and the Finance programs, but he does not feel he can do the level of assessment which is offered in this course. Chairperson Rock asked if this level of assessment is a requirement for Association to Advance Collegiate Schools of Business (AACSB) accreditation; Dr. Woodruff replied that it

is. He added that both programs are required to show how they use assessment to update their curriculum. Senator Bellott remarked that it still adds additional time to students' schedules; even though it does not add to the total credit hours for the major, it does not make students' lives less busy. Senator Locke asked if the class meets weekly or if it is a comprehensive final exam experience; Dr. Woodruff replied that it is a comprehensive exam. Senator Locke pointed out that the course content actually piggy-backs on what students have learned in other classes that they have taken for credit.

Senator Roberts asked if the course objectives correspond to what students are tested on in the CPA exam. Dr. Woodruff replied that they correspond to the major learning goals for the undergraduate program; the undergraduate program is stated in the catalog as preparing students to take the CMA exam, and at the end of the graduate program they should be prepared to take the CPA. Senator Roberts asked if the pass rate for the CPA exam, which was remarked on during Announcements, only applies to graduate students. Dr. Woodruff replied that the most recent statistics include students with undergraduate or graduate degrees from WIU; the report lumps them all together. He explained that if an undergraduate student completes a degree in Accounting and wants to pursue a Master's in Business Administration with a Concentration in Finance or Economics, they can do that; if they complete their undergraduate degree in Accounting and want to pursue a Master's in Accounting, they can do that. The Illinois Board of Examiners reports all statistics; the pass rate is reported for all exams of all students in the Accounting program at WIU. WIU Accounting students scored 70.67 percent, which was the highest ranked of Illinois public universities; only Rockford College had a slightly higher score.

Senator Allison observed it seems like this course is an assessment tool, and she wonders if there are other courses like this. Senator Boynton replied that Psychology has one. Dr. Hardeman confirmed this is not the only such course that has come through CCPI in her tenure as chair.

ii. FIN 499, Finance Knowledge Assessment, 0 s.h.

NEW COURSES APPROVED

b. Requests for Changes to Major

i. Accountancy
ii. Finance

CHANGES TO MAJORS APPROVED

C. Senate Nominating Committee
(Ginny Boynton, Chair)

1. Nominations for Fall 2018 Vacancies

Senator Boynton thanked the Senate Recording Secretary, without whom this process would not happen, and the other members of the Nominating Committee – Senators Locke, Plos, and Tarrant – for their diligence and dedication. She noted that the Committee is still looking for a Quad Cities rep for the Internet Technology Advisory Committee.

SENATE COUNCILS AND COMMITTEES:

Council on Admission, Graduation and Academic Standards

Susan Meiers, Biology	replacing	Kristine Kelly	21	At-Large
Jeff Engel, Biology	replacing	Edmund Asare	21	A&S
Jennie Hemingway, RPTA	replacing	Ken Clontz	21	E&HS
Chunying Zhao, Computer Sciences	replacing	Martin Maskarinec	19	E&HS

Council on Campus Planning and Usage

Tom Sadler, Economics/Decision Sciences	replacing	Chunying Zhao	21	B&T
Katharine Pawelko, RPTA	replacing	Hal Marchand	21	E&HS

Council on Curricular Programs and Instruction

Kim Rice, Political Science	replacing	Jeff Engel	21	A&S
Zheng Li, Computer Sciences	replacing	Denise Gravitt	21	B&T
Sebastian Szyjka, Curriculum/Instruction	replacing	Minsun Doh	21	E&HS
Ken Clontz, LEJA	replacing	Patrick McGinty	21	At-large

Council on General Education

Pat Anderson, Sociology/Anthropology	replacing	Bob Intrieri	21	Social Sciences
Lori Baker-Sperry, Liberal Arts/Sciences	replacing	Betsy Perabo	21	Multicultural
Todd Lough, LEJA	replacing	Krista Bowers-Sharpe	21	At-Large
Bill Knox, English	replacing	K. O'Donnell-Brown	21	Basic Skills/Writing
Karen Zellman/Health Sciences/Social Work	replacing	Mike Lukkarinen	20	Human Well-Being

Council for Instructional Technology

Redina Herman, Geography/GIS/Meteorology	replacing	Victoria Baramidze	21	A&S
Shaozhong Zhang, Chemistry	replacing	Rebekah Buchanan	19	A&S
Hoang Bui, Computer Sciences	replacing	Kanu Priya	21	B&T
Tammi Bories, Kinesiology	replacing	Barry McCrary	21	E&HS
Steven House, Theatre/Dance	replacing	Richard Cangro	21	FA&C
Brian Clark, Library	replacing	Sean Cordes	20	Library

Council on Intercollegiate Athletics

Stephen Gray, Accounting/Finance	replacing	Jason Franken	21	B&T

Council for International Education

Shankar Ghimire, Economics/Decision Sciences	replacing	Rafael Obregon	21	B&T
Miguel Narvaez, Kinesiology	replacing	Carol Webb	21	E&HS
Richard Cangro, Music	replacing	Michael Murray	21	FA&C

Summer School Committee

Tawnya Adkins Covert, Soc/Anth	replacing	Patricia Anderson	21	A&S
Peppi Kenny, Accounting/Finance	replacing	Tae Seok Yang	21	B&T
Katherine Perone, Health Sciences/Social Work	replacing	Tammi Bories	21	E&HS

Writing Instruction in the Disciplines (WID) Committee

Kim McClure, Psychology	replacing	Munia Cabal-Jimenez	21	A&S
Mike Lukkarinen, RPTA	replacing	Ritchie Gabbei	21	E&HS
Brian Locke, Music	replacing	Courtney Blankenship	21	FA&C

UNIVERSITY COUNCILS AND COMMITTEES:

Bachelor of General Studies Advisory Board

Casey LaFrance, Political Science	replacing	Elgin Mannion	20	A&S

Janice Gates, Management/Marketing	replacing	Janice Gates	20	B&T
Hal Marchand, Health Sciences/Social Work	replacing	Katharine Pawelko	20	E&HS
Brian Locke, Music	replacing	Brian Locke	20	FA&C
Bureau of Cultural Affairs				
Richard Hughes, Music	replacing	Courtney Blankenship	21	At-large
Richard Ness, English	replacing	Christopher Morrow	21	At-large
Center for Innovation in Teaching and Research (CITR) Advisory Committee				
Jonathan Hammersley, Psychology	replacing	Magdelyn Helwig	21	A&S
Mandeep Singh, Management/Marketing	replacing	Anna Valeva	21	B&T
Anita Hardeman, Music	replacing	Eileen Garwood	21	FA&C
Vitaly Brazhkin, Management/Marketing	replacing	Vitaly Brazhkin	21	WIUQC
Distinguished Faculty Lecturer Selection Committee				
Jeff Brown, Music	replacing	Matt Bean	21	FA&C
Diversity Council				
Jo-Ann Morgan, Liberal Arts/Sciences	replacing	Roberta di Carmine	21	At-large
Equal Opportunity and Access Internship Selection Committee				
Chuck Malone, Library	replacing	Lora Ebert Wallace	21	At-large
FYE Classes (Committee on)				
Brian Powell, Math/Philosophy	replacing	Shaozhong Zhang	21	A&S
Denise Gravitt, Engineering Technology	replacing	Janice Gates	21	B&T
Wanmo Koo, DFMH	replacing	Wanmo Koo	21	E&HS
Ricky Sepulveda-Rodriguez, Music	replacing	Eric Ginsberg	21	FA&C
Honorary Degrees (Committee on)				
Katherine Perone, Health Sciences/Social Work	replacing	Gordon Chang	21	At-large
Honors Council				
Patrick McGinty, Sociology/Anthropology	replacing	Doug LaFountain	21	A&S
Jobu Babin, Economics/Decision Sciences	replacing	Janice Gates	21	B&T
Abha Singh, Curriculum/Instruction	replacing	Chris Kovacs	21	E&HS
Penny Shumate, Music	replacing	Penny Shumate	21	FA&C
Mallory Sajewski, Music Library	replacing	Linda Zellmer	21	Library
Illinois Board of Higher Education Faculty Advisory Council				
Amy Carr, Liberal Arts & Sciences	replacing	Steve Rock	19	Member
Emily Shupe, DFMH	replacing	Amy Carr	21	Alternate
Interdisciplinary Studies Degree Program Advisory Committee				
Roberta di Carmine, English	replacing	Sarah Haynes	21	At-large
Internet Technology Advisory Committee				
Wanmo Koo, DFMH	replacing	Mei Wen	21	E&HS
VACANT	replacing	Kanu Priya	21	WIUQC
Sean Cordes, Library	replacing	Sean Cordes	21	Library
IT Governance Instructional/Scholarly Alliance				
Mallory Sajewski, Music Library	replacing	Charles Malone	21	Non-CIT rep
Judicial Board				
Ian Shelly, Art	replacing	Barb Harroun	21	At-large

Outstanding Academic Advisor Award Committee

Steven House, Theatre/Dance	replacing	Katherine Perone	21	At-large

Parking Appeals Committee

Chris Bitner, LEJA	replacing	Chris Adamski-Mietus	21	Alternate

Provost's Advisory Council

Sarah Schoper, Educational Studies	replacing	Emily Shupe	20	At-large

Radiation Safety Committee

Denise Gravitt, Engineering Technology	replacing	Gayle Mericle	21	At-large
Jin Jin, Chemistry	replacing	Patricia Eathington	21	At-large

Sexual Orientation, Gender Identity and Expression (Committee on)

Merrill Cole, English	replacing	Beth Hansen	21	At-large

Student Laureate Selection Committee

John McMurtery, Music	replacing	Kathryn Pohlpeter	21	FA&C

Talent Grants and Tuition Waivers (Council on) – Macomb Campus

Jeanne Galioto, Theatre/Dance	replacing	Amy Ekanayaki	21	At-large
Dinesh Ekanayaki, Mathematics/Philosophy	replacing	Greg Baldi	21	At-large

Talent Grants and Tuition Waivers (Council on) – Quad Cities

Suzanne Bailey, LEJA	replacing	Padmaja Pillutla	21	WIUQC

Technology Security Committee

Beth Hansen, Mathematics/Philosophy	replacing	Beth Hansen	20	A&S
Katherine Perone, Health Sciences/Social Work	replacing	Abha Singh	20	E&HS

Traffic and Parking Committee

Amanda Divan, Health Sciences/Social Work	replacing	Jin Jin	21	At-large

University Benefits Committee

Bob Mann, Mathematics/Philosophy	replacing	Amanda Divan	21	At-large

University Technology Advisory Group

Beth Hansen, Mathematics/Philosophy	replacing	Beth Hansen	21	A&S
Joyce Runquist, Engineering Technology	replacing	Leaunda Hemphill	21	B&T
Wanmo Koo, DFMH	replacing	Wanmo Koo	21	E&HS
Jeff Brown, Music	replacing	Richard Cangro	21	FA&C
Krista Bowers Sharpe, Library	replacing	Krista Bowers Sharpe	21	Library

University Theme Committee

Minsun Doh, RPTA	replacing	Tim Roberts	21	At-large

Western Courier/Western Illinois Magazine Publications Board

Ian Shelly, Art	replacing	Casey LaFrance	21	At-large

SGA COUNCILS:

Council on Student Activities Funds

Brian Bellott, Chemistry	replacing	Chase Catalano	21	At-large

There were no further nominations, and the slate of candidates was declared elected.

D. Committee on Provost and Presidential Performance (CPPP)
(Brian Bellott, Chair)

1. Results of Faculty Evaluation of President Thomas
2. Results of Faculty Evaluation of Interim Provost Neumann

Chairperson Rock suggested that the evaluation results for the President and Interim Provost be moved to the end of the meeting since these are internal documents.

NO OBJECTIONS

IV. Old Business

A. Proposed Constitutional Amendment to Adjust the Size of the Senate

1. Second Reading and Vote

Chairperson Rock reported that the Executive Committee tried to clear up potential mathematical issues with the previous proposed amendment. If approved by the Senate, a ballot on the proposed amendments will be send to the faculty eligible to vote. Parliamentarian Kaul added that a majority of the faculty would be needed to pass the amendment. Senator Boynton asked if the ballot can be sent electronically; Chairperson Rock responded that it can.

AMENDMENT APPROVED 21 YES – 0 NO – 0 AB

B. Proposed Constitutional Amendment for Referendum Voting Methods

1. Second Reading and Vote

AMENDMENT APPROVED 21 YES – 0 NO – 0 AB

V. New Business

A. Endorsement of Higher Values in Higher Education 2017-27

Vice President Rives had provided senators with a list of their questions from the last meeting and responses to each. A copy of the revised strategic plan document was also emailed to senators prior to the meeting. Vice President Rives zoomed into the meeting from an airport in Harrisburg, Pennsylvania; he is the President of the National Association of Branch Campus Administrators and was attending their annual meeting. He told senators this is their second reading of the strategic plan, and if they are ready to endorse they can do so, but if they are not the document can be revised further.

Senator Roberts asked about the response to the question "How is high potential for growth defined in the priority of: Reinvesting in high demand and high potential for growth programs?" He concludes from the response that it is the President's Leadership Team and Academic Affairs that decide what high potential growth programs are and asked if that interpretation is correct. Vice President Rives responded that he should add faculty because faculty write the needs requests that go from the department to the dean and then to the Provost. He offered to spell this out more clearly. Senator Boynton observed that faculty are listed at the bottom of this section in reference to "requirements demonstrating feasibility and need." Senator Roberts asked if this means that there is meant to be a collaboration to determine high priority programs; Vice President Rives confirmed this is correct.

Senator Roberts asked about the follow-up to the concern that "Goal 2 has a goal statement but no priorities in the Executive Summary and in the document." The response states that the Executive Summary and Goal 2 now have articulated priorities: "Support Faculty and Staff by a) Recruiting high-achieving, diverse faculty and staff, and b) Retaining world class faculty and staff." Senator Roberts related that in the previous Senate meeting he asked how the University plans to retain world class faculty and staff. He wonders if this could be spelled out more in terms of strategies and plans as to how that will happen. Vice President Rives responded that is possible, but he will need some help defining those needs. Senator Hironimus-Wendt pointed out that the strategy is included in the full Higher Values in Higher Education document on p. 9 with seven action items.

Senator Allison asked about the response to the question "What is meant by a strong resource base?" The response states that "We will provide the resources to recruit and retain an excellent faculty and staff representative of the diverse and global society." She thinks this response still seems a little vague.

Senator Allison also remarked on the revised statement on p. 10 of the strategic plan, action item 2, "Providing student-to-faculty ratios and class sizes that support personal attention to the individual learner, and that are benchmarked against practices of peer institutions." She often hears different numbers for student-faculty ratios and class sizes, but there are no numbers included in this action item, and she wonders what they should be. Interim Provost Neumann responded that this is a little discipline-specific; Music will have a different response than Law Enforcement and Justice Administration, so it is not one-size-fits-all. Senator Allison pointed out that faculty continue to be told that there is a ratio. Interim Provost Neumann responded that any overall target is still under discussion. Parliamentarian Kaul asked if this relates to the Illinois Board of Higher Education (IBHE) numbers for majors; Interim Provost Neumann replied that the IBHE guidelines do not address student-faculty ratios and class sizes.

Senator Rahman recalled that at the last meeting Parliamentarian Kaul asked about what kinds of resources will be behind the strategic plan, and Senator Rahman had asked about the priorities of the document and trying to determine the first priority. She noted that this feedback was not included in the list of questions and responses provided to senators, and she wonders if this means that the strategic plan will not be prioritized. Vice President Rives responded that he does not think that it will be because it encompasses a very large program with many parts. He believes President Thomas articulates his priorities from the document each year when he comes to the various governance groups to discuss his Presidential Initiatives, and each vice president articulates his or her priorities in their annual consolidated budget reports. Vice President Rives pointed out that it is institutionally known that WIU needs to work on enrollment, but with an employee base of approximately 2,000 with diverse jobs, it is difficult to say this is totally the number one priority.

Chairperson Rock thanked Vice President Rives for all of the work he has done on the strategic plan and for taking account of all the diverse points of view brought up by Faculty Senate. He asked if anyone would like to make a motion to endorse the document.

Motion: To endorse the current edition of the Higher Values in Higher Education Strategic Plan 2017-2027 (Hironimus-Wendt/Pawelko)

MOTION FAILED 6 YES – 7 NO – 8 ABSTENTIONS

Chairperson Rock asked senators what next steps they would like to see occur before they would potentially endorse the document. Senator Bellott responded he would like to see the concerns raised in this discussion addressed and to see a more polished version of the document in the form of a final draft. He noted that there are still two more months of meetings on this document before it is delivered to the Board of Trustees, and although Vice President Rives promises that he will reflect senators' concerns in the final version, that version has not been seen by Faculty Senate. Senator Boynton agreed that without seeing the final draft it is like senators are writing a blank check. Senator Sandage would like to know specifically what the rebranding of the Bachelor of

General Studies degree means before she votes to endorse the document. Senator Allison remarked that the document still seems very soft; there is a lack of specificity that makes many senators nervous. Regarding Senator Rahman's question about prioritization, Senator Allison understands that it is perhaps impossible to completely prioritize, but she would like to see a cleaner version of what are the top level and the next level of prioritization.

Chairperson Rock asked how much longer Vice President Rives envisions the task force working on this document; Vice President Rives replied they will work on it until the job is done. He added it would help if senators with concerns would meet with him and representatives of the task force so that the problem areas can be worked out. Chairperson Rock asked, in the spirit of moving the strategic plan forward, if those senators that have objections could provide them in a specific manner to the Executive Committee or to Vice President Rives because Faculty Senate does have a certain responsibility to improve the document, push it forward, and potentially endorse it. He promised Vice President Rives that senators would provide feedback to him so that the document can hopefully be reconsidered again at the next Senate meeting. Vice President Rives asked senators to be very specific about what they want to see included and to communicate any specific ideas to him that would speed up the process.

III. Reports of Committees and Councils

D. Committee on Provost and Presidential Performance (CPPP) *(Reordered)*
(Brian Bellott, Chair)

1. Results of Faculty Evaluation of President Thomas
2. Results of Faculty Evaluation of Interim Provost Neumann

Chairperson Rock pointed out that the evaluations may result in a potentially sensitive discussion.

Motion: To go into closed session to discuss the evaluations (Boynton/Pawelko)

MOTION APPROVED 19 YES – 2 NO – 0 ABSTENTIONS

The Faculty Senate adjourned to closed session at 5:40 p.m.

Susan Czechowski, Faculty Senate Secretary

Annette Hamm, Faculty Senate Recording Secretary